

How to Succeed With Volunteers-In-Parks

60-Minute Module Series

MOTIVATION

Training Guide

**National Park Service
Volunteers-In-Parks Program**



How To SUCCEED WITH VOLUNTEERS-IN-PARKS

60-Minute Module Series

Introduction
Program Planning
Needs Assessment
Motivation
Designing Jobs
Recruitment
Interviewing
Orientation
Training
Safety Management
Supervision
Delegation
Performance Reviews
Recognition

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INTRODUCTION

We are often tempted to ask ourselves, “How can I motivate my volunteers?” Eventually, however, we come to realize, or remember, that motivation comes from within. We can’t motivate people; we can only provide situations which help others motivate themselves. As John Gardner has said, “Leaders don’t create motivation, they unlock it.” Perhaps the greatest change in approach to volunteer recruitment and retention is understanding a basic principle of marketing: the significance of the exchange of values. Your park has needs to be met by volunteers but success will only occur if, simultaneously, the motivational needs of volunteers are met.

At the heart of successful volunteer motivation is taking the time to discover the needs a person wants to meet while volunteering in your park. The needs vary from individual to individual and they may change over time. Therefore successful recruitment and retention involves on-going monitoring of what a volunteer needs to attract them to your park and what they need to keep coming back. Too often in our pressure to “fill slots” to do the work in our parks we neglect to discover what exchanges are necessary to keep volunteers content as they contribute time to assist in carrying out our mission. Understanding motivation is critical for all managers of people but for those entrusted with the supervision of volunteers, it is the essential skill.

Many people who work with volunteers hold outdated perceptions of who volunteers are, what they need and their range of talents and diversity. It is important for organizations to be kept abreast of the changing profile of today’s volunteers so that jobs are designed with an understanding of these trends. Staff who work with volunteers need to understand and honor motivational differences among volunteers by responding with effective and meaningful job placement, supervision, training and recognition

PURPOSE AND LEARNING OBJECTIVES

The **Purposes** of this training are to understand why people volunteer and to respect and respond to differences in motivational needs.

Learning Objectives

Upon completion of this module, participants will be able to:

1. Underscore the ongoing formula for success in your Volunteers-In-Parks Program: matching your park's needs with each volunteer's abilities and motivations.
2. Explore the variety of reasons why people volunteer today.
3. Examine personal motivation styles and their impact on job placement, supervision and recognition preferences.
4. Examine motivation theory in light of your park's ability to attract and retain volunteers.

GENERAL NOTES TO TRAINER

1. This workshop is in a suggested format. Feel free, however, to personalize it with your own stories. Also, phrase questions and activities in a manner most attuned to your organization.
2. Depending on the experience and sophistication of your audience in utilizing volunteers, introducing the concept of exchange of values between the park and the volunteer may be a new concept. If volunteering is perceived as “individuals filling x-y-z jobs,” you may wish to spend more time processing participants’ own personal experiences with volunteering (i.e., how they responded when their needs were not met).
3. If your audience is very comfortable regarding the need for seeing volunteering as an exchange, most of the workshop can be devoted to the McClelland theory of motivation.
4. As suggested in the module narrative, it is highly encouraged that you do some additional reading on the McClelland theory so that you have a high comfort level in presenting it succinctly and with impact.
5. The McClelland theory comes alive for people with examples — the more humorous and personal, the more memorable. Some of the best examples to use when illustrating different motivational styles is how people run meetings and how people talk on the phone.
6. Emphasize that the McClelland tool is simply a quick way to effectively emphasize the point that different people are motivated differently. Sometimes, people get caught up in the idea of a right or wrong style. This can happen if the presentation pokes too much fun at a certain style without a balance of emphasis on the strengths and challenges of each.
7. Motivation is an enormous topic. This 60-minute introduction can only touch the surface of this key feature of good volunteer management.

WORKSHOP OUTLINE

Transparency Handout Section Method of Presentation Time

| | | | |
|--|--|--------------------------------------|------------|
| T-1 H-1 T-2 T-3 T-4 | Introduction Observations Learning Objectives Key Concepts | Activity/Presentation | 7 minutes |
| T-4 H-1 T-5 T-6 | Concept 1 Meeting park and volunteer needs | Presentation/Activity | 8 minutes |
| T-4 H-1 T-7(1) H-2 T-7(2) | Concept 2 Why people volunteer today | Facilitated Discussion | 7 minutes |
| T-4 H-1 T-8 H-3 T-9(1) H-4 T-9(2) H-5 T-10(1)H-6 T-10(2)H-7 T-11(1) T-11(2) | Concept 3 Understanding motivational styles | Interactive Presentation Activity | 25 minutes |
| T-4 H-1 T-12 | Concept 4 Changing motivational needs | Presentation | 6 minutes |
| T-4 H-1 | Summary/Wrap-Up/ Evaluation | Summary Remarks | 7 minutes |

TOTAL TIME: 60 minutes

TRAINER'S NOTES

INTRODUCTION

Time: 10 minutes

T-1: Introductory Exercise

Introductory Observations

Ask participants to recall their motivation for volunteering at a certain job for a specific organization and recall if and how the organization recognized and appreciated **their** motivational need(s). It is best if you can have a mix of those that found that the organization did/did not honor their motivation.

T-2: Initial Observations about Motivation

In debriefing, either have group point out some observations about what was learned about the importance of honoring volunteer motivation, or suggest several themes such as:

1. People are motivated to volunteer by a great variety of reasons.
2. One person's job is someone else's nightmare.
3. Many organizations never ask why a person is volunteering. They are only interested in filling their own organizational needs.
4. As long as your motivational needs are cared for, you will most likely continue to volunteer.
5. Other (This activity should lead nicely into Concept 1 which will reinforce what participants have most likely experienced.)

T-3: Learning Objectives

T-4: Key Concepts

H-1: Key Concepts

Share Learning Objectives and **four Key Concepts**

CONCEPT 1

Time: 8 minutes

Success in volunteer programs occurs with the simultaneous meeting of the needs of the paid staff, the park, the volunteer, and park visitors

T-4: Key Concepts

H-1: Key Concepts

T-5: Motivation Activity

T-6: Formula for Successful Volunteering

Presentation:

Too often in the past we have thought of volunteering as a one-way activity. Volunteers simply give, expecting nothing in return for their contribution of time. What we now know is that there have always been exchanges going on. We just didn't pay attention to their significance, or we responded generically with, "Volunteers always gain more than they give." The real truth is that both the National Park Service and the volunteers must be gaining simultaneously to make it work.

Activity to reinforce concept:

Assign small groups or facilitate entire group to brainstorm possible impacts to the volunteer, the paid staff and the park from each of the following scenarios:

- (1) Only the paid staff's needs are being met.
- (2) Only the park's needs are being met.
- (3) Only the volunteer's needs are being met.
- (4) Only park visitor's needs are being met.

Debrief on #1:

Staff will see volunteering as an extra burden for someone else to "fix" or deal with and they may show resistance to further utilization of volunteers.

Debrief on #2:

Volunteers will leave to get their needs met through other activities or they might stay and become martyrs, letting others know how abused they are!!

CONCEPT 2

Time: 7 minutes

Many motivational issues/problems are rooted in the need to update our understanding of who volunteers and why.

T-4: Key Concepts

H-1: Key Concepts

T-7: Changing Volunteer Motivation

H-2: Why Do People Volunteer?

Activity

Ask group to suggest the differences between volunteering in the past and volunteering in the 90s, particularly as it relates to WHY people are volunteering. Responses should reflect the increased diversity of individuals and the different motivations for volunteering.

Most volunteers today wish to “make a difference” but they are also motivated by self interest needs for training, educational requirements, business contacts, working off court offenses, socialization, leadership opportunities, etc. They tend to prefer short term activities, they need flexibility, they respond to causes more than organizations, they like group or family experiences, they offer many professional skills, etc.

Optional discussion topic

A major question to look at is whether your park is tapping into the motivators of today’s volunteers or whether you are still focusing primarily on the needs of the National Park Service. (You may share **H-2** as a stimulus to discover what might be motivators for their (your) volunteers.

CONCEPT 3

Time: 25 minutes

Understanding and appreciating a variety of motivational styles can lead to more effective and meaningful job placement, supervision and recognition.

T-4: Key Concepts

H-1: Key Concepts

H-3: Motivational Analysis

H-4: Motivational Analysis Key

T-8: McClelland Theory of Motivation

Presentation:

The quickest way to have participants appreciate the connection between understanding motivators and effective volunteer placement and retention is to have them examine their own motivational style with an instrument based on a motivational theory by David McClelland and John Atkinson (**H-3**).

Instructions for participants filling out form:

Have participants choose one of the three motivators in each of the 11 series of statements. It is **important** that the statements selected be a reflection of their work for the NPS, not in any other setting. Have participants score their own sheet, noting how many achievement, affiliation and influence/power preferences they choose. Have participants set the instrument aside while you give them some theoretical background.

Presentation of theory:

(If you are unfamiliar with this theory, it is highly recommend that you do some background reading suggested in the resource section of this module.)

- The theory is based on the premise that there are three primary motivators of human behavior:
 - Achievement
 - Affiliation
 - Power/Influence
- We each have a combination of the three but frequently one is dominant. No style is better than the other, simply different.
- Our dominant motivators may change over our lifetime.
- We can exhibit one style in one setting (e.g., home) and another in a different setting (e.g., work).

**H-5: Achievement as
Prime Motivator**

T-9: Achievers

**H-6: Affiliation as
Prime Motivator**

T-10: Affiliators

**H-7: Power/Influence
as a Prime Motivator**

T-11: Power/Influence

Present information that describes characteristics of people high in each style. Suggest that participants think about their own motivational style as it relates to this information.

Also ask them to think about the significance it has for placing volunteers in the right job and for supervising and recognizing them appropriately.

(This section will be greatly enhanced if you add personal illustrations and stories. If presented humorously, more people seem to relate to and remember the material.)

Achievement People:

Use the transparencies and handouts to cover what they think about their strengths, struggles, weaknesses, needs, etc.

Affiliation People:

Use the transparencies and handouts to cover what they think about their strengths, struggles, weaknesses, needs, etc.

Power / Influence People:

Use the transparencies and handouts to cover what they think about their strengths, struggles, weaknesses, needs, etc.

Activity (optional, if time available)

Have participants get into groups of like-motivated individuals and have them discuss among themselves and then share with others in the full group:

- (1) their needs,
- (2) their favorite jobs,
- (3) their preferred work atmosphere,
- (4) how they like to be supervised, and
- (5) how they like to be recognized

Summary points:

1. Organizations need people with a variety of motivational styles to achieve their mission.
2. The key is to understand what motivates a person to be volunteering with your organization and, if possible and appropriate, honor those motivations in exchange for the volunteer serving the organization.
3. Some conflicts arise between those with differing motivational styles. It is helpful to openly recognize and appreciate the differences rather than using them as a source of conflict.
4. Organizations must get creative in thinking through the challenge of meeting the variety of needs and styles of volunteers.

You may wish to have workshop participants identify a time when it is important to incorporate different styles in the work of their organizations and discuss how to better meet all needs. One example might occur during meetings where people with all three motivational styles are represented. Suggestions might include:

- (1) allowing for social time before the meeting;
- (2) starting the meetings on time and efficiently taking care of the business at hand; and
- (3) assigning appropriate work to people where their motivational needs are met.

5. To help determine what motivation people might have, examine their response to non-directive questioning such as:

What jobs have you enjoyed most? Least?

or

Describe a perfect supervisor. (Affiliation people want a buddy; achievement people want a partner to offer parameters and checkpoints; power people want to know the goal and be given a great deal of freedom in reaching it).

CONCEPT 4

Time: 6 minutes

Retention of volunteers is enhanced by recognizing their changing motivational needs.

T-4: Key Concepts

H-1: Key Concepts

**T-12: Changing
Motivational Needs**

Presentation:

It is important to note that motivational needs change over time and that, to be successful in retaining volunteers, we must be aware when those needs have changed. Remembering the Maslow Motivation Theory that stresses that **met needs no longer motivate**, we must stay in touch with the volunteer to notice when the original needs are met or have changed.

A powerful question to ask volunteers when we suspect that this is happening is,

“What can we do, as an agency (or as individuals) to keep you involved? You are very important to us and I sense that your interest is waning.”

(An example would be a volunteer who was motivated to do the work because of his/her children’s involvement in the park’s native plant nursery. Now that his/her children are no longer in the program, what might be substitute motivators to keep them interested in volunteering with you?)

SUMMARY/WRAP-UP/EVALUATION

Time: 7 minutes

T-4: Key Concepts

H-1: Key Concepts

Remember:

It is not difficult to encourage people to do what they long to do. The challenge is to find out what that longing is. Motivation is truly at the heart of successful volunteer leadership.

END 60-MINUTE TRAINING

SUGGESTIONS FOR EXPANDED ACTIVITIES

1. Concept #1 could be expanded to look at ways your park could be more adept in making certain that volunteer motivators are considered in job placements. A workshop on interviewing would be a valuable follow-up after this module. People could begin to design appropriate questions to elicit the information necessary to make good matches.
2. This module can be a stand-alone training or it could be part of a longer seminar on supervising today's volunteers.
3. Using good adult learning principles, incorporate any activities related to motivation where participants examine their own experiences as volunteers or their experiences as supervisors of volunteers.
4. Concept #3 can obviously take considerably longer than 25 minutes as allocated in this module. Most participants find this a fun and enlightening experience which opens up understanding of people's differences. Since the atmosphere should be upbeat, people tend to experience more tolerance and appreciation of others who have a different motivational focus.
5. One way to have more interpretive time for Concept 3 is to type out instructions and have participants fill out and score the questionnaire before attending the session. Remember that people should think of themselves in their own park setting and should respond truthfully, not as they would like to be.
6. Due to time pressures, you may need to present the differences between the volunteers of the past and those of the present and ask how the organization must better respond to these differences. (Concept #2)

RESOURCES

1. MacKenzie, Marilyn and Gail Moore. *The Volunteer Development Toolbox*, Ontario, Canada. To order, call 416-447-6213
2. McCurley, Steve and Rick Lynch. *Volunteer Management: Mobilizing all the Resources of the Community*, Heritage Arts Publishing, 1996.
3. McDuff, Nancy. *Volunteer Recruiting and Retention: A Marketing Approach*, Walla Walla: McDuff/Bunt Associates, 1985.
4. USDA Extension Service and National 4-H Council, *TAXI, Red Taxi Trainers' Guide*. To order call 301-961-2934.
5. Vineyard, Sue. *Megatrends and Volunteerism*, 1993. Heritage Arts Publishing, 1807 Prairie Avenue, Downers Grove, Illinois 60515.
6. Vineyard, Sue. *Secrets of Motivation*, 1991 Heritage Arts Publishing, 1807 Prairie Avenue, Downers Grove, Illinois 60515, 1991.
7. Wilson, Marlene. *The Effective Management of Volunteer Programs*, 1976. To order, call (303)447-0558.